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ABSTRACT

This report on French Second Language (FSL) education provides an overview of French programs in Ontario schools, indicates the progress that has been made in helping the students gain a better grasp of the language and understanding of the culture behind it, reviews the directions taken by the Ontario Ministry of Education, and summarizes the response by Ontario school boards to the various Ministry of Education incentives since 1977. The report is divided into nine sections as follows: (1) the purpose of the report and sources of data; (2) background of FSL programs in Ontario and the Gillin Report (1974); (3) research projects; (4) program policies; (5) financial incentives and grants; (6) professional development opportunities for teachers; (7) student exchange and enrichment opportunities; (8) the response of local school boards; and (9) evaluating student achievement and programs. Three appendixes include a memorandum to the Director of Education and Principals of Schools regarding a new guideline for core French programs, tables, and a bibliography of Ministry-funded FSL research. (AMH)

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French as a Second Language — Programs in Ontario

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Contents

Introduction / 1

Purpose of the Report
Sources of Data

Background of FSL Programs in Ontario / 4

Brief History of FSL in Ontario
The Gillin Report (1974)

Research Projects in FSL / 8

Research Colloquium in Ottawa (1976)
Other Research in Ontario

Program Policies Introduced by the Ministry of Education / 11

Goals of the Program
Three Recognized Programs
Emphasis on Communication Skills
Curriculum: Textbooks and Support Materials
Learning Materials Development Plan

Financial Incentives and Grants / 20

Ontario's Funding Plan
Grants for French Learning Centres
Federal Contributions

Professional Development Opportunities for Teachers / 24

Teachers' Summer Language Bursary Program
Ontario-Quebec, Ontario-France, and Ontario-Belgium Exchanges
Professional Development Fund for FSL Teachers
Canada-France Reciprocal Summer Course

Student Exchange and Enrichment Opportunities / 26

Ontario-Quebec Class Twinning
Summer Language Bursary Program for Students
Fellowships for Studying in French
Ontario-Quebec Three-Month Exchange
Ontario-France Three-Month Exchange
Ontario-Switzerland Two-Month Exchange
Short-Term Student Exchanges
Second-Language Monitor Program

Implementing FSL: The Response by School Boards / 29

Enrolment Patterns
Enrolment by Program
Starting Grade

Evaluating Student Achievement and Program / 38

Setting the Stage
The Ontario Assessment Instrument Pool (OAIP) and FSL
Contents and organization of the Pool
Uses of the Pool
The Guideline as a Resource for Evaluation

Appendix A. Memorandum to Director of Education and Principals of Schools Regarding a New Guideline for Core French Programs / 43

Appendix B. Tables / 47

Appendix C. Bibliography of Ministry-Funded FSL Research / 59

Introduction

For the past several years both the general public and professional educators have shown considerable interest in French as a second language (FSL) for English-speaking students. The teaching of French in Ontario schools has been increasing to an extent that surprises many people. For example, 60 percent of elementary school children from Junior Kindergarten to Grade 8 studied French in their school curriculum in 1980 - 81. At the secondary level the percentage of the total enrolment studying FSL is smaller, but the numbers are none the less large, with over 32 percent of the students enrolled in Grades 9 to 13 receiving FSL instruction in the 1980 - 81 school year. What is significant with respect to these enrolment figures is that, in spite of a general decline in student enrolment, the overall percentage of students taking French from Junior Kindergarten to Grade 13 has continued to increase over the past four years.

Purpose of the Report

There are several reasons for producing a report on FSL education at this time. The overall purpose is to provide an overview of French programs in Ontario schools and to indicate the progress made in helping children achieve a more meaningful grasp of the language and a better understanding of the culture and heritage behind it. The second purpose is to review the directions taken by the Ministry of Education with respect to its program policies, curriculum and support materials, financial incentives and grants offered to school boards, and financial assistance both to teachers for professional development and to students for exchange and travel. The third, and perhaps most important, purpose is to summarize the response by Ontario school boards to the various Ministry incentives initiated since 1977, the degree to which students from Junior Kindergarten (JK) to Grade 13 have participated in FSL programs, and the hours of instruction they have accumulated in Core, Extended and Immersion programs.

Sources of Data

For a number of years the Ministry of Education has collected data on French-language programs for English-speaking students in elementary and secondary schools. The two principal sources of these data have been the School September Report and the Planning Outline for Programs in French as a Second Language.

The School September Report provides statistical data on the number of students enrolled in the Core, Extended, and Immersion (full and partial) programs in elementary and secondary schools in the province. This information is used in the calculation of general legislative grants.

The School September Report furnishes enrolment data by grade and by hours of instruction for the current year for all elementary school students enrolled in FSL programs. The Ministry also maintains a record of the average accumulated hours of instruction by grade[1] for elementary schools offering a Core Program. This record of accumulated hours is updated annually. In addition, the Ministry collects the average number of hours of French instruction accumulated by grade as of September 1 of each year for elementary schools offering more extensive FSL programs.

Enrolment data for secondary schools is collected annually by grade, by number of credits in the subject of French, and by ranges of accumulated hours. Additional information is collected on the total number of students taking courses in other subjects where French is the language of instruction both by grade and by the corresponding total number of credits.

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1. Junior Kindergarten to Grade 10 and special education (Junior Kindergarten to Grade 6 and Grades 7 to 10).

Background of *FSL* Programs in Ontario

Brief History of FSL in Ontario

The Education Act of 1871 had a special bearing on the history of modern-language instruction in the province in that modern languages were for the first time recognized as secondary school studies. In earlier education acts, the only foreign languages specifically mentioned had been Latin and Greek. By giving French and German a prominent place in the Ontario high school curriculum, the act of 1871 called attention to their importance and led the way to their rise, five years later, to a status of curricular equality with the languages of Greece and Rome.

For several decades French instruction continued to be strictly a secondary school subject until the early 1930s, when it was introduced into the elementary school grades by the Ottawa Public School Board. Until the mid-1960s permission had to be obtained from the Ministry of Education to offer it at the elementary level. By 1965 the response was considerable, with nearly 167 000 elementary school students studying the language in schools operated by 231 public and separate school boards.

In 1966 school boards were authorized to offer FSL courses in Grades 7 and 8 and, in the following year, permission was extended to include all elementary grades. The possibility of introducing French instruction throughout the elementary grades was one of the major curriculum changes of the 1960s.

During the same decade French was in many secondary schools a compulsory subject for those students entering Grade 9 under the Reorganized Program (Robarts' Plan)[2], although schools were allowed to

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2. In the four-year program Grade 9 students were permitted to take another subject in lieu of French, provided that a sufficient number of pupils declared with their parents' concurrence that they had no intention of proceeding to university (Ontario Department of Education, Requirements for Diplomas 1962 - 1963: Circular H.S.1 [Toronto: Department of Education, Ontario, 1962]).

A second report from the Ministry entitled Planning Outline for Programs in French as a Second Language has been required annually from all school boards since 1977. This report provides information on the types of programs offered from Junior Kindergarten to Grade 13, the various textbooks used, board evaluation policies, and teacher qualifications. The purpose of the report is to ensure that there is a rationale for each school board's FSL programs, that the texts used conform to the approved listings in Circular 14, and that program materials are well sequenced throughout the grades.

One additional form, the Student Record of Accumulated Instruction in FSL (Form ME 198), is established for each student enrolled in an elementary or secondary school program and is retained by the school in which the student is registered. The information recorded for each student includes the grade in which the student is registered, the number of hours of instruction received in the subject of French and other subjects for which the student received instruction in French, and the total number of hours accumulated in FSL by the end of each school year or summer course.

continue the former program, identified in Circular H.S.1 as "Continuing Programs of Study", until the 1965 - 66 school year. Many students continued studying French in the Senior grades in order to satisfy admission requirements for Ontario universities.

At the present time the government policy on FSL instruction at the elementary level allows school boards the latitude of determining whether and when to introduce the subject, and which programs--Core, Extended or Immersion--to offer. However, Grade 4 was recommended as the minimum starting point for French in a memorandum dated August 29, 1980, to directors of education and principals of schools. (See Appendix A for a copy of the memorandum.) Thus, students today may receive at least 1200 hours of FSL instruction by Grade 13. This is the minimum considered necessary for basic proficiency in the language.

At the secondary level, courses in Core French (or Extended French, if it is available) may be taken for credit towards the Secondary School Graduation Diploma (Grade 12) or Honour Graduation Diploma (Grade 13). Credits earned at the secondary school level can also be used to fulfil admission requirements for post-secondary programs offered in universities and colleges in Ontario and elsewhere in Canada.

The Gillin Report (1974)

In June 1973 the Ministerial Committee on the Teaching of French was announced by the Minister of Education, the Honourable Thomas L. Wells. The main purpose of the committee was to review the aims and objectives of the French language courses in the schools and to discuss curriculum materials and techniques for teaching French to English-speaking students in Ontario. The chairman of the committee was Mr. Robert Gillin of the Ministry's Western Ontario Regional Office in London. Eleven other educators from across the province, representing all levels of education, were also members of the committee.

In the course of producing its report, the committee invited all school boards to submit suggestions for improving French programs. It appealed directly to co-ordinators and consultants in French employed by boards and to Ministry consultants in the regional offices. The educational bodies surveyed included the Ontario Secondary School Headmasters' Council, and elementary principals' associations, teachers' federations, the Ontario Modern Language Teachers' Association, and the Ontario Federation of Home and School Associations.

Submissions were received from all parts of the province, representing all of the groups that had been invited to respond. Although few respondents supported the reinstatement of French as an obligatory subject in secondary schools, French was given strong endorsement as a valuable component of the curriculum. One widely perceived need brought to the committee's attention was the lack of sufficient opportunity for students to use French in real-life situations and to experience face-to-face communication with speakers of French. Other suggestions were that French should begin in the elementary school, preferably in the Primary grades, and that more time than a twenty-minute daily period was needed.

The committee's report, commonly referred to as the Gillin Report, was completed in September 1974. It stated the purpose and place of French in the curriculum for English-speaking students with clarity and foresight:

> In Canada, French has a privileged place. Like English, it is a language of world stature. It is the mother tongue of a quarter of our fellow Canadians, and one of the two official languages of our country. Learning both the languages encourages the growth of communication and respect, both of which are needed to bind this nation together.... It is the basic right of every child in this province to learn French by the best available methods for as many school years as he can profit from the experience.[3]

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3. Ontario, Ministry of Education, Report of the Ministerial Committee on the Teaching of French (Toronto: Ministry of Education, Ontario, 1974), pp. 20, 21.

Following receipt of the committee's report, the Ministry of Education undertook a careful analysis of its contents and invited comments and reaction from the field. Consideration was given to submissions from teachers' federations, education associations, and the public at large. In addition, the Ministry of Education studied the legal and cost implications of the recommendations, and analysed the availability of qualified FSL teachers. Second-language programs in other jurisdictions in Canada and Great Britain were also investigated in the course of developing a new policy for FSL education.

Research Colloquium in Ottawa (1976)

In April 1976 the Ministry of Education sponsored a research colloquium in Ottawa entitled Alternative Programs for Teaching French as a Second Language in the Schools of the Carleton and Ottawa School Boards. The colloquium brought together approximately 300 persons from all levels of the educational system, including Ministry officials, trustees, school board officials and administrators, teachers, federal government observers, and members of the general public. Also present were three prominent guest analysts from other countries: Dr. Clare Burstall, researcher and author of the report Primary French in the Balance for the National Foundation for Educational Research in England and Wales; Professor John B. Carroll, from the University of Northern Carolina and author of several publications on language including The Teaching of French as a Foreign Language in Eight Countries; and Professor Wilga M. Rivers of Harvard University, author of A Practical Guide to the Teaching of French.

A major purpose of the colloquium was to examine the findings of several research projects studying French programs in the National Capital Region in order to assist the Ministry in framing policy in areas such as curriculum, evaluation, funding, and research. Another important purpose was to help school boards with their programming decisions.

As a result of federal grants of two million dollars per year for the school years 1973 - 74 and 1974 - 75, the four boards of education in the National Capital Region[4] were able to experiment with different approaches to the teaching of French. Additional funding provided by the province made it possible for these four boards to undertake a detailed evaluation of experimental programs at a variety of grade levels.

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4. The Carleton Board of Education, Carleton Roman Catholic Separate School Board, Ottawa Board of Education, and Ottawa Roman Catholic Separate School Board.

Over the course of the three-day colloquium, reports were made by the principal investigators of six different research teams. These were followed by comments from the guest analysts. An opportunity for general discussion was provided to these members of the audience, researchers, and Ministry of Education officials who wished to join in the discussion and raise questions from the floor. Officials and language co-ordinators from each of the four boards co-operating in the research were also present to relate their experiences in connection with the implementation of experimental French programs.

From the Ministry's perspective the colloquium was an unqualified success. The message conveyed focused on (a) recognition of three types of programs for the teaching of French as a second language; (b) the importance of the amount and distribution of time devoted to FSL; and (c) costs as a major consideration when establishing alternative programs in addition to a single program for all students.

The stage was set for the Ministry of Education to develop a new program in FSL for Ontario students, evolving from the extensive research findings and from the reactions of the speakers and delegates to the colloquium.

Other Research in Ontario

Since the first government-funded research project in FSL was launched in 1971, a number of projects encompassing a variety of topics have received Ministry support. The subjects addressed by researchers have included (a) the evaluation of French Immersion programs, (b) a comparison of the effectiveness of alternative methods of teaching French, (c) a study of children with learning disabilities in Primary Immersion, (d) the costs of establishing a new program in FSL, and (e) the development of the FSL pool of the Ontario Assessment Instrument Pool.

These and other research projects, which reflect the practical approach to educational research adopted in Ontario in recent years, have proved to be of considerable assistance. The findings have identified areas of the program that need refinement and have drawn attention to practical considerations for planning new or expanded programs at the level of the individual school board.

What has become clear over a span of several years, however, is that educational research does not give easy, ready-made solutions. There are many problems of interpretation, evaluation design, and statistical analysis for which the general public has little appreciation. There is also the problem of assessing the effect of important variables, such as teaching strategies and the curriculum materials used. In some cases questions arise for which there are no immediate answers and that thus require further research. The Ministry is continuing, therefore, to seek solutions to issues considered to be of high priority, with a view to building a solid foundation for French-language instruction in elementary and secondary education in the years to come.

A bibliography of Ministry-funded research in FSL is provided in Appendix C.

Program Policies Introduced by the Ministry of Education

Responses from the field to the Gillin Report were overwhelmingly positive, not only from official bodies representing trustees, teachers, administrative officials, and other groups, but also from many individuals having an interest in FSL instruction in Ontario schools. Full consideration was given to these views by the Ministry in developing its new policy for FSL programs.

In its planning the Ministry was able to utilize the ongoing findings of several major research projects which had been started as early as 1971. Support and encouragement for the experimental programs, provided by guest analysts, language educators, and board officials attending the 1976 research colloquium in Ottawa, guided the Ministry in its decision to introduce new program initiatives.

Representatives of the Ontario Teachers' Federation, Ontario School Trustees' Council, Ontario Association of Education Administrative Officials, and Ontario Catholic Supervisory Officers' Association were given information about the program in advance, before the details were set in place. Comments and advice from these groups were then incorporated in the publication Teaching and Learning French as a Second Language: A New Program for Ontario Students. (Toronto: Ministry of Education, Ontario, 1977).

Goals of the Program

This new program, introduced by the Ministry in 1977, was designed to encourage school boards, by means of significant and identifiable grants and other incentives, to increase the availability and depth of programs in French for pupils in elementary and secondary schools. The goals of the 1977 policy statement were as follows:

(1) to increase the basic level of knowledge of French among all or most English-speaking pupils;

(2) to provide increased opportunities for those students who have the desire and capability to achieve a meaningful level of bilingualism; and

(3) to develop in our young people an increased appreciation for the presence of French as a major cultural element in Canadian life.[5]

The program is based on a large degree of flexibility as it applies to local school boards. Whereas the government has provided incentives to encourage school boards to expand and improve French instruction in their schools, the nature and extent of the programs is each individual school board's prerogative, based on the needs and wishes of its constituent citizens.

On the basis of research findings, it is apparent that there is neither a single best way of learning French, nor one best age for beginning the study of French. It is also evident that there are varying opinions, perhaps equally valid, among educators, parents and students, as to the degree of "bilingualism" or facility with the French language that ought to be viewed as a standard. Certainly there is agreement that not all young people can be, or should be, expected to achieve equal levels of proficiency; nor is it the Ministry's aim to make every student fully bilingual. Such a high degree of achievement in FSL requires a correspondingly high degree of ongoing commitment on the part of the local school board, the parents, and the student.

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5. Ontario, Ministry of Education, Teaching and Learning French as a Second Language: A New Program for Ontario Students (Toronto: Ministry of Education, Ontario, 1977), p. 2.

On the one hand, it is important that a full range of opportunities be provided for English-speaking young people who want to learn to speak French fluently. On the other hand, it is equally important that students wanting to achieve only a basic knowledge of French be able to do so. At both ends of this spectrum it is important that our young people be given every opportunity to acquire a basic empathy with French-speaking Canadians and an understanding of their culture. This range of opportunities encourages an atmosphere of cordiality and mutual respect which is appropriate to the heritage of our province and our nation.

Three Recognized Programs

The Ministry of Education has defined three types of instructional program, which are determined by the amount of instructional time provided and the basic approach used in the classroom:

1. Core programs designate a basic pattern of instruction in French as a second language whereby students take a regular period of instruction, usually twenty to forty minutes each day.

2. Extended programs include both a Core program in French as a second language and one or two other subjects in which French is the language of instruction.

3. Immersion programs are those in which most of the instruction given uses French as the language of communication. Time allotments may vary, although a frequent pattern is to expose students to virtually total immersion in the first few years of the program, and then to reduce the immersion time in subsequent years until a relatively equal balance between French and English is achieved.

It is an underlying and fundamental principle that all three types of program--Core, Extended, Immersion, and combinations thereof--are valid approaches to the teaching of French as a second language.

It will be apparent from the tables in the section entitled "Implementing FSL: The Response by School Boards" that the majority of students in FSL are enrolled in the Core program. For this reason the major thrust of the Ministry has been in the area of Core programs. However, a number of research reports and program materials for Extended and Immersion programs have also been produced and disseminated throughout the province.

Emphasis on Communication Skills

The principal aim of the FSL programs as stated in the Ministry guideline French, Core Programs 1980, is to provide opportunities for students "to develop communication skills in both the receptive and expressive aspects of language. The four language skills of listening, speaking, reading, and writing will be developed gradually and naturally in the program through the interaction of speaker and listener and writer and reader; this is the basis of communication."[6]

In the Primary and Junior Divisions listening and speaking skills have priority, although, beginning in Grade 3, the reading and writing skills are also to be developed gradually. Students beginning their study of French in the Junior and Intermediate Divisions are expected to be reading and writing French in the course of the first year. There is emphasis on communication, in varying degrees, in all three programs: Core, Extended, and Immersion.

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6. French, Core Programs 1980: Curriculum Guideline for the Primary, Junior, Intermediate, and Senior Divisions (Toronto: Ministry of Education, Ontario, 1980),p. 4.

The following question frequently arises: What level of communicative competence can an average student be expected to achieve by the end of the secondary school program? The answer to this lies in the amount of exposure provided in the course of each student's school career. The more hours a student spends on French, the higher his/her level of achievement will be and the greater language proficiency he/she is likely to attain.

A Review and Evaluation Bulletin published by the Ministry entitled Communicative Approaches to Second Language Teaching and Testing[7] presents an in-depth analysis of communicative approaches to second-language pedagogy. This bulletin provides a thorough examination of communicative approaches. It examines the various theories of communicative competence that have been proposed and discusses their relative advantages and disadvantages for core French programs. It also includes a theoretical framework for communicative competence and examines its implications for second-language teaching and testing.

Given their limited time span, Core programs restrict the number of minutes each student is able to spend within a class acquiring the various communication skills. Extended programs, which use French as a medium of instruction in one or more subject areas, provide additional scope for students to improve their communication skills. However, Immersion programs offer students the greatest opportunity for acquiring communicative competence because of the intensity of the program and the increased use of French both inside and outside of the school setting.

Regardless of which of the three types of program students follow, there should be opportunities beyond the boundaries of the school for them to practise their growing knowledge of French. This might occur

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7. Michael Canale and Merrill Swain, Communicative Approaches to Second Language Teaching and Testing, Review and Evaluation Bulletin, vol. 1, no.5 (Toronto: Ministry of Education, Ontario, 1979).

in conversation with French-speaking members of the community or through exchanges with French-speaking student in order to live for a period of time in homes in which all communication is in the French language. In addition to these approaches it is well within the realm of possibility for most students in Ontario to make an effort to view French-language films and television, to read French-language newspapers, periodicals, and books, and to correspond with French-speaking pen-pals.

Experience in and exposure to the French language in a classroom setting, coupled with opportunities such as those described above, can only serve to improve students' overall facility in the communication skills.

Curriculum: Textbooks and Support Materials

The program of instruction and the textbooks and support materials selected for use in the classroom are vital ingredients in the teaching and learning of French. School boards have the flexibility to determine their own French programs, as well as the grade level at which each program is introduced. School boards are also responsible for designing their own FSL programs based on French, Core Programs 1980 and for selecting from Circular 14 the textbooks to be used. The choice of text for use in class depends on several criteria: the age and maturity of the students, the number of hours of French instruction accumulated, and the level of difficulty of the course.

The Ministry publication French, Core Programs 1980 is the basis for curriculum planning at the board level. It is a comprehensive document that offers directions and suggestions for the organization of courses of study in Core French in the Primary, Junior, Intermediate, and Senior Divisions. Its policy section includes a statement of the broad goals of education in Ontario and shows how these goals can be realized through classroom activities designed to meet objectives regarding language skills, the structure and functioning of language, and culture. The Ministry has encouraged boards to study the guideline, to examine their existing Core programs, and then to take appropriate steps to begin implementation of the guideline by September 1981.

Selected support and resource materials for teachers and students are listed in the bibliography of French, Core Programs 1980. The materials for teachers are organized according to three categories: dictionaries, grammars, and texts on pronunciation. The reference works for students' use include titles of dictionaries and basic vocabulary lists.

The annual publication Circular 14 includes a chart listing by division those textbooks approved for FSL. Included with each entry in the chart are the accumulated hours of French instruction considered necessary for students to be able to use each program or text effectively. The chart is published as a convenience for administrators and teachers in making their text selections from Circular 14 to develop well-sequenced programs consistent with the Ministry guideline.

In order to monitor French programs across the province, the Ministry has since 1977 required school boards to complete and submit the Planning Outline for Programs in French as a Second Language. Information is required on the basic texts used, including the title and level of a book in a series. This information is to be recorded for each grade from the Primary through the Senior Division for every school and family of schools within a board's jurisdiction. Boards are then asked to indicate whether the textual materials used are listed in Circular 14 and, if not, whether those they plan to use have received approval from the Ministry of Education. Any school board considering the use of FSL textual materials that do not conform to the hours stipulated in the Circular must first obtain Ministry approval. By monitoring information collected annually in the planning outline, the Ministry has been able to observe first-hand the curriculum offerings of each board, to communicate with board officials about any concerns that exist, and to gain a perspective on FSL programs across the province.

In addition to the basic materials for Core French programs listed in Circular 14 and its supplements, an inventory of supplementary French materials for Core French programs from Kindergarten to Grade 13 is available in the publication Resource List for French as a Second Language: Core Program.[8] Print, visual and recorded materials considered for inclusion by the selection committee were evaluated on the basis of several criteria including (a) the suitability of their content with regard to the social and intellectual maturity of the students in each division; (b) freedom from racial bias; (c) freedom from sex-stereotyping; (d) their suitability for independent use by individual students or small groups of students; and (e) their suitability for instructional use with a whole class.

In response to requests for support materials for use in FSL Immersion and Extended programs, the Ministry of Education funded the printing and distribution of curriculum support materials developed by the Carleton and Ottawa boards of education for use in their Immersion and Extended programs. These materials are available as a reference to assist curriculum planners and teachers in the development of Immersion or Extended programs. Each school and school board planning the introduction of such programs will be provided with a complete set of the materials on request.

Learning Materials Development Plan

The purpose of the Learning Materials Development Plan is to encourage the development and production of Canadian learning materials. It is designed primarily to meet the need for learning materials that might not otherwise be produced under prevailing market conditions. The plan has been in operation since 1975 and has resulted in the production of substantial print and non-print learning materials for FSL programs.

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8. Resource List for French as a Second Language: Core Program, Primary, Junior and Senior Divisions (Toronto: Ministry of Education, Ontario, 1979).

Learning materials such as readers, films, and modules[9] have been produced for Core French Programs with a view to extending students' knowledge of French-Canadian language and culture. Similar materials have been produced for Extended programs, for courses in subjects other than French, when these are taught in the French language to English-speaking students.

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9. Cultural kits containing materials for reading, listening, writing and/or speaking activities, accompanied by audio and/or visual support.

Financial Incentives and Grants

Ontario's Funding Plan

An expanded funding plan was introduced to accompany the new program for FSL announced in 1977. Grants for the support of programs at the elementary and secondary school levels continue to be based on three criteria: student enrolment, the type of program offered, and the amount of instructional time accumulated by students.

The aim of the funding plan is to use provincial grants as major financial incentives in order to encourage school boards to:

1. improve and expand their Core programs in elementary schools, with a view to getting students started early on a daily French program;

2. improve and expand their secondary school programs in French in order to motivate more students to continue with French;

3. improve and expand the opportunities for students to pursue higher levels of achievement in French by taking Extended or Immersion programs.

The grant plan is based on the concept that the more instructional time a student receives in French, the more likely it is that he/she will achieve fluency in the language. Generally, the more hours of French instruction students accumulated in the course of their school careers, the larger is the province's grant to the school board. Each of the three programs--Core, Extended, and Immersion--is a valid approach and is considered to be an integral part of the overall program of FSL, with each board determining its own offering in terms of one or more of these approaches.

Table 1 illustrates how accumulated hours over the course of the school year[10] are calculated according to the amount of daily instruction[11] in FSL.

Table 1: Instructional Time by Type of FSL Program

Type of program	Instructional time in minutes per day	Instructional time in hours per year
Core 1[1]	20 minutes or more per day, but less than 40 minutes per day	60 hours or more per year, but less than 120 hours per year
Core 2[2]	40 minutes per day	120 hours per year
Extended	More than 40 minutes per day, but less than 135 minutes per day	more than 120 hours per year, but less than 405 hours per year
Immersion 1[3]	135 minutes or more per day, but less than 230 minutes per per day	405 hours or more per year, but less than 690 hours per year
Immersion 2[4]	230 minutes per day, or more	690 or more hours per year

1. Anything less than twenty minutes per day or less than sixty hours per year is not recognized for grant purposes.

2. In the supporting tabulations and charts, Core 2 enrolments (120 hours per year) are reported in the Extended category (120 to 404 hours).

3. Immersion 1 is referred to in tabulations and charts as "Partial Immersion".

4. Immersion 2 is referred to in tabulations and charts as "Full Immersion".

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10. Ontario Regulation 546/73 requires that there be a minimum of 185 instructional days in the school year.

11. Ontario Regulation 704/78, section 3(1), stipulates that the school day be not less than five hours, including a recess or interval but not including a lunch break.

The Ontario grant plan is based on the hours of FSL instruction accumulated by each elementary and secondary school student. Each school board receives a percentage of the amounts recognized for provincial grants based on local assessment strength, with the balance raised locally through municipal taxes. For detailed information on the provincial grant plan for the various FSL, programs, see Regulations General Legislative Grants for the current year.

Grants for French Learning Centres

For three successive years, 1977 to 1979, the Ministry of Education made available special grants of up to $1000 for each vacant classroom in an elementary school converted into a French Learning Centre. The funds were for the purchase of audio-visual equipment and teaching aids in order to provide an atmosphere conducive to learning the language. Approximately 3000 such centres were established in schools throughout the province over that time period.

Federal Contributions

The Federal-Provincial Agreement on Bilingualism in Education makes provision for federal contributions to the provinces for instruction in the second official language and for education in the minority official language. Contributions are of two types: formula and non-formula. Formula payments are based on the pupil enrolments in FSL and FML (French as a minority language) classes, and the average per-pupil cost of education. Non-formula payments are provided for special programs such as teacher bursaries, and bilingual exchanges for Ontario pupils in FSL classes with French-speaking pupils from Quebec learning English as their second official language. Details of these and other programs are given in the next two sections of this publication.

The federal formula contributions to Ontario in support of FSL instruction, including immersion classes, are presented in Table 2. Also included in the table are the Province of Ontario additional grants to school boards in support of FSL instruction.

Table 2: Contributions From Ontario[1] and the Federal Government in Support of FSL Programs at the Elementary and Secondary Levels, 1977-81.

Year	Provincial Grants to School Boards for FSL ($ Millions)	Federal Formula Payments in Support of FSL ($ Millions)
1977	27.704	10.943
1978	41.774	12.897
1979	44.022	10.719
1980 (estimated)	44.916	11.086
1981 (projected)	50.100	11.300

1. A portion of local education taxes is applied to FSL programs.

Professional Development Opportunities for Teachers

The Ministry of Education stipulates by regulation that teachers of FSL hold the necessary qualifications in French in addition to the basic teaching certificate. Moreover, financial incentives are available to school boards and to individual teachers to facilitate access to courses, seminars and workshops stressing either FSL teaching methods or the improvement of fluency in French.

Through the faculties of education of Ontario universities both pre-service and in-service training in the teaching of FSL are offered during the school year and at summer courses. Many school boards also provide in-service opportunities for their teachers during the course of the school year. A condition of acceptance to most of the faculty of education courses is demonstrated competence in the French language.

The Ministry of Education, in co-operation with the federal authority, also provides financial incentives to encourage FSL teachers to take advantage of professional development opportunities. Information on several of the programs is provided below.

Teachers' Summer Language Bursary Program

Federal funding is available through the Ministry of Colleges and Universities to assist teachers of French as a second language to take short-term, full-time summer courses, usually of six weeks' duration, to improve the quality of their teaching. These funds are also used to provide an immersion course at La Pocatière, Quebec, for Ontario teachers of French as a second language. This summer program for up to 100 teachers is currently administered by the George Brown College of Applied Arts and Technology.

Ontario-Quebec, Ontario-France, and Ontario-Belgium Teacher Exchanges

These programs enable Ontario teachers of FSL to exchange teaching positions for one full year with teachers of English as a second language in the other jurisdictions. One of the objectives of the programs is to assist in the professional development of teachers through immersion in a second language and culture.

Professional Development Fund for FSL Teachers

The Ontario Ministry of Education provides subsidies to school boards to assist them in sending teachers to the professional development seminars, short courses, and out-of-town conferences of such organizations as the Ontario Modern Language Teachers' Association and the Canadian Association of Immersion Teachers.

Canada-France Reciprocal Summer Course

In co-operation with the federal Ministry of External Affairs and the Faculty of Education of the University of Toronto, the Ministry of Education offers a course for teachers of English from France. This course is in reciprocation for a free four-week summer course which the authorities in France have offered for a number of years to Ontario's elementary and secondary school teachers of FSL.

Student Exchange and Enrichment Opportunities

There is widespread agreement on the necessity for FSL students to have out-of-classroom real-life experiences in the French language and culture. The Ministry of Education administers several student exchange programs and provides major subsidies to some outside non-profit organizations and school boards for bilingual exchanges. Such opportunities are made available in order both to motivate students and to provide practical experiences for them to use French.

Ontario-Quebec Class Twinning

Co-ordinated by the Ontario-Quebec Permanent Commission, this program offers teachers the opportunity to match their class with a peer class in the other province. Through the exchange of letters, projects, tapes, video cassettes, and films, and possibly through subsidized visits, students in Ontario and Quebec get to know each other and to develop understanding, tolerance, and respect for each others' language and culture.

Summer Language Bursary Program for Students

A federally funded bursary program administered by the Ministry of Colleges and Universities, is available to cover the cost of tuition as well as board and lodging for students taking six-week summer immersion courses in French. Students graduating from Grade 12 or 13 are eligible, along with students from universities and colleges of applied arts and technology.

Fellowships for Studying in French

Fellowships of up to $2000 are available to secondary school graduates for the first year of study at a French language or bilingual Canadian university, a college of applied arts and technology, or in a professional program at a French-language CEGEP in Quebec. Recipients must agree to select at least 80 per cent of their courses from those in which French is the language of instruction.

Ontario-Quebec Three-Month Exchange

A second program co-ordinated through the Ontario-Quebec Permanent Commission, this exchange offers a Grade 10 or 11 Ontario student the opportunity to spend three months of the school year attending a secondary school in Quebec and living with a "twin's" family. In return, the Ontario school and family offer the same opportunity to the "twin" from Quebec. This exchange opportunity is available for up to 200 Ontario students per year.

Ontario-France Three-Month Exchange

This program, organized by the Canada-France Mixed Commission, is based on the Ontario-Quebec exchange program described above. Up to seventy Ontario students at the Grade 11 and 12 levels are eligible to participate during the school year.

Ontario-Switzerland Two-Month Exchange

This pilot project is similar to those described above and involves some thirty students from Ontario at the Grade 11 and 12 levels.

Short-Term Student Exchanges

Most of the short-term exchanges are organized through non-profit organizations, such as the Bilingual Exchange Secretariat and Visites Interprovinciales. The Ministry of Education gives major subsidies to these organizations and, in addition, provides financial assistance to school boards whose FSL teachers arrange bilingual exchanges through their own personal contacts. The Office of the Secretary of State and Open House Canada also share in the funding of these exchanges.

Second Language Monitor Program

A number of students from universities and colleges in Ontario are engaged each year to assist elementary and secondary FSL teachers in the classroom. These second language monitors converse in French with

small groups of students, motivating them to speak French in a natural conversational situation and to learn more about French Canada. The program is funded by the federal Department of the Secretary of State and is co-ordinated nationally by the Council of Ministers of Education, Canada.

Implementing *FSL:* The Response by School Boards

Enrolment Patterns

A useful indicator of how extensively FSL programs have been implemented in elementary and secondary schools is the pattern of enrolment of English-speaking students. The actual numbers and participation rates of English-speaking students enrolled in FSL classes are reported in three different ways in the tables that follow: (a) for elementary and secondary schools, (b) by grades from Junior Kindergarten to Grade 13, and (c) by type of program (i.e., Core, Extended, and Immersion). More detailed statistical data are available in Appendix B.

From the combined enrolment of elementary and secondary students it can be seen that the participation rate in FSL has increased steadily year by year: from 42.4 percent in 1971 to 50.6 per cent in 1980, or approximately 8 per cent overall (see Table 3).

At the elementary level gains in the number of students taking FSL have been impressive. While the total English-speaking elementary enrolment decreased from 1 347 058 in 1971 to 1 139 038 in 1980, FSL enrolment increased by 119 635. The participation rate for this period grew by approximately 18 per cent.

At the secondary level total English-speaking enrolment increased until 1976, when it began its decline. Over the course of the decade FSL enrolment fluctuated, with the overall participation rate remaining within the 34 per cent to 40 per cent range.

The highest participation rates have occurred in Grades 7 and 8 where, for the 1979 and 1980 school years, over 98 per cent of the students were enrolled in FSL programs (see Table 4).

The largest single decline in FSL enrolment occurs each year as students move from Grade 8 to Grade 9. The major reason for this abrupt drop is that in elementary schools all students normally take

FSL instruction when it is offered. However, in Grade 9, and continuing through each grade of secondary school, the FSL program is only one of several optional curricular subjects that are all competing for students.

Several school boards operating FSL programs in Junior Kindergarten and Kindergarten classes have low participation rates, albeit with gradually increasing enrolment. In Junior Kindergarten the rate has increased from 1.6 per cent in 1977 to 6.1 per cent in 1980, and in Kindergarten the increase has been from 14.1 per cent to 16.0 per cent.

Enrolment in special education classes in Grades 1 to 8 has shown a steady growth year by year: from 25.1 per cent in 1977 to 31.3 per cent in 1980. Enrolment figures have risen from 8 440 in 1977 to 11 205 in 1980 (see Table 2 in Appendix B).

Table 3: Elementary and Secondary English-Speaking Students Enrolled in French as a Second Language[1], 1971-80

Year	Total elementary enrolment (JK to Grade 8)	Elementary enrolment in FSL JK to Grade 8 Number	Percent	Total secondary enrolment Grades 9 to 13	Secondary enrolment in FSL Grades 9 to 13 Number	Percent	Total elementary[2] and secondary Enrolment in FSL Number	Percent
1971	1 347 058	553 100	41.1	568 788	259 791	45.7	812 891	42.4
1972	1 337 874	580 646	43.4	575 118	234 367	40.8	815 013	42.6
1973	1 316 224	585 817	44.5	579 538	219 030	37.8	804 847	42.5
1974	1 297 112	595 454	45.9	586 289	210 128	35.8	805 582	42.8
1975	1 282 498	632 770	49.3	603 324	214 073	35.5	846 843	44.9
1976	1 257 393	633 643	50.4	609 648	218 541	35.8	852 184	45.6
1977	1 227 561	662 900	54.0	608 218	220 357	36.2	883 257	48.1
1978	1 188 954	670 232	56.4	607 910	226 595	37.3	896 827	49.9
1979	1 157 834	671 100	58.0	599 848	215 771	36.0	886 871	50.5
1980	1 139 038	672 735	59.1	588 775	201 578	34.2	874 313	50.6

1. Includes students taking sixty or more hours of French each year.

2. Includes students in Special Education classes.

Source: Ministry of Education, Management Information Systems Branch, November 1981.

Table 4: Participation Rates[1] of English-Speaking Students in FSL Programs[2] by Grades, 1977-80

Grade	1977	1978	1979	1980
Junior Kindergarten	1.6	2.5	3.0	6.1
Kindergarten	14.1	15.3	15.9	16.0
Grade 1	28.1	34.8	36.3	36.8
Grade 2	29.0	32.1	36.4	37.4
Grade 3	39.1	41.8	44.6	47.9
Grade 4	46.6	52.6	56.3	57.9
Grade 5	59.9	63.9	65.7	66.3
Grade 6	84.1	87.0	90.2	94.7
Grade 7	97.2	97.9	99.2	99.1
Grade 8	97.3	98.2	98.6	98.7
Total Grades 1-8	61.4	64.1	66.2	67.6
Special education	25.1	27.8	30.0	31.3
Total JK-Grade 8 including special education	54.0	56.4	58.0	59.1
Grade 9[3]	49.5	51.4	49.1	47.7
Grade 10[3]	40.1	40.2	39.5	37.6
Grade 11	30.6	31.7	30.6	29.7
Grade 12	23.6	24.5	23.8	22.8
Grade 13	22.7	24.6	24.2	23.2
Total Grades 9 - 13	36.2	37.3	36.0	34.2
Total JK-Grade 13	48.1	49.9	50.5	50.6

1. Per cent of students enrolled in the program, based on Table 2 in Appendix B.

2. Includes students taking sixty or more hours of French per year.

3. Includes students enrolled in Grades 9 and 10 of Roman Catholic separate schools.

Source: Ministry of Education, Management Information Systems Branch, November, 1981.

Enrolment by Program

Since 1977, when Core, Extended and Immersion programs were formally recognized, the Ministry of Education has collected enrolment data annually from all school boards in the province. The response across Ontario to the various FSL programs in the elementary grades over a four-year time period will be of interest to school board personnel--senior officials, administrators, and teachers--as well as to parents and the general public.

The largest block of English-speaking students enrolled in FSL have taken the Core program, beginning in 1977 with 87.7 per cent of the total enrolment, but dropping gradually year by year to 72.5 per cent in 1980 (see Table 5). The Extended program attracted the second highest percentage of students beginning with; 9.4 per cent in 1977 and increasing year by year to 23.0 per cent in 1980. The lowest enrolment figures were in the Immersion programs (partial and full) where combined percentages totalled 2.9 per cent for 1977 and grew to 4.4 per cent in 1980. (For detailed information see Tables 3.1 to 3.4 in Appendix B.)

A comparison of the actual growth of each of the three programs from 1977 to 1980 is illustrated in Table 6. It depicts the gradual escalation in enrolment for the total FSL program and indicates how the Core, Extended, and Immersion programs have increased or decreased over the four-year time period.

Table 5: Elementary (JK-Grade 8) English-Speaking Students Enrolled in French as a Second Language by Type of Program, 1977-80

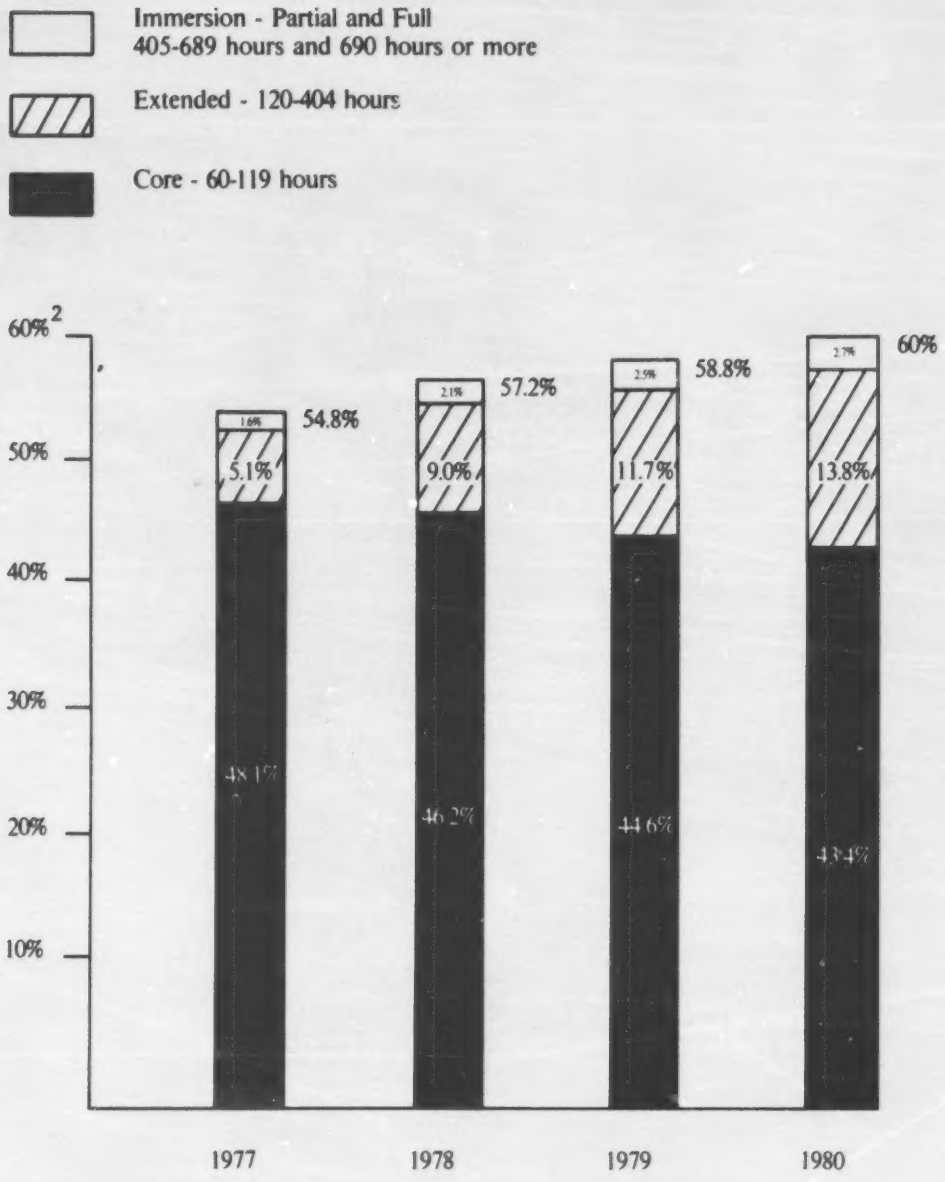
	- - 1977 - -		- - 1978 - -		- - 1979 - -		- - 1980 - -	
	FSL enrolment		FSL enrolment		FSL enrolment		FSL enrolment	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Core (60-119 hours)[1]	574 020	87.7	533 229	80.7	501 227	75.9	479 345	72.5
Extended (120-404 hours)	61 276	9.4	103 449	15.7	131 398	19.9	152 422	23.0
Partial Immersion (405-689 hours)	9 434	1.4	12 696	1.9	15 149	2.3	16 183	2.4
Full Immersion[2] (690 or more hours)	9 730	1.5	11 333	1.7	12 953	2.0	13 580	2.0
Total	654 460	100.0	660 707	100.0	660 727	100.0	661 530	100.0

1. Anything less than twenty minutes per day or sixty hours per year is not recognized for grant purposes.

2. Junior Kindergarten and Kindergarten students taking 405 hours or more of French per year are included in Full Immersion.

Source: Ministry of Education, Management Information Systems Branch, November 1981.

Table 6: Percentage of Elementary English Speaking Students Enrolled in French as a Second Language by Type of Program[1] 1977 - 1980



[1] Refer to Tables 3.1 to 3.4 in Appendix B

[2] Percent based on the total English speaking enrolment (JK-8) taking FSL

Source: Ministry of Education,
Management Information
Systems Branch, April 1981.

Starting Grade

The grade in which FSL programs were first introduced by school boards changed somewhat over the years 1977 to 1980, as Table 7 illustrates. The most notable change was in the concentration of school boards introducing FSL at the Junior Kindergarten level, where from 1979 to 1980 the increase was from seventeen to twenty-eight school boards. Clearly the majority of programs are launched as early as Grade 1. It is also interesting to note that the number of school boards offering no FSL programs decreased year by year, from thirty-five in 1977 to twenty-seven in 1980. Included in these figures are several Roman Catholic separate school boards that have French-speaking students only and a number of district school area boards that have small student populations.

While the figures in Table 7 indicate the number of school boards that introduced FSL programs at each grade level, they do not imply that all schools within a board necessarily introduced a program at that grade level. For example, a board may have introduced an Immersion program in selected schools in Grade 1 and a Core program in all its schools in Grade 4. In this case Table 7 identifies only Grade 1 as the starting grade.

Table 7: Distribution of School Boards, by Starting Grade, of French as a Second Language - September, 1977, 1978, 1979, and 1980

Elementary Schools Grade	1977	1978	1979	1980
Junior Kindergarten	18	21	17	28
Kindergarten	45	55	55	52
Grade 1	34	27	32	22
Grade 2	2	3	3	9
Grade 3	7	5	6	7
Grade 4	8	10	10	6
Grade 5	11	7	9	8
Grade 6	7	6	6	6
Grade 7	7	5	4	5
Grade 8	-	1	-	-
No French as a second language offered	35[1]	34[1]	32[1]	27[1]
Total number of boards in the province	174	174	174	170

1. Includes Roman Catholic school boards that have French-speaking students only and a number of district school area boards that have small student populations.

Source: Management Information Systems Branch, Ministry of Education, November 1981.

Setting the Stage

Discussions about the development of instruments to assess the teaching and learning of FSL were initiated by the Ministry in 1977. In the course of these discussions several things became increasingly clear. First, given the prominence placed by the Ministry on the teaching of communication skills, later to be reflected in the FSL guideline, French, Core Programs 1980, any testing program should reflect a similar emphasis. Second, given the lack of clarity of what was meant by communicative competence and communicative performance, research was needed to review the literature on these topics and to build a framework to guide the preparation of test instruments. Third, the feasibility of developing instruments to measure communicative skills was unknown.

The Ontario Assessment Instrument Pool (OAIP) and FSL

A research project, French as a Second Language: Ontario Assessment Instrument Pool, was initiated in association with the Ontario Institute for Studies in Education to respond to the areas of concern noted above and to produce assessment instruments to assist educators in evaluating both student achievement and the effectiveness of programs. The primary target audience for the materials was to be FSL teachers in Grade 6 and Grade 10.

Initially, the researchers produced three documents which address the crucial question of what is meant by communication skills. One document, published as a position paper, is entitled Communicative Approaches to Second Language Teaching and Testing[12]; two additional

12. Michael Canale and Merrill Swain, Communicative Approaches to Second Language Teaching and Testing, Review and Evaluation Bulletin, vol.1, no.5 (Toronto: Ministry of Education, Ontario, 1979).

papers outline the content and boundaries of communication skills and assessment criteria for FSL Core Programs[13].

A number of educators, representing a broad range of school boards and teaching approaches, assisted in the development of these instruments. Draft instruments were written by teachers and consultants from various school boards and by the staff associated with the project. Group discussions and attempts at revisions resulted in the elimination of many draft instruments. Those instruments surviving this process were screened in classrooms in several boards and further revised as necessary. Before and after these screenings instruments were examined by the Subject Advisory Group (SAG), a group of FSL curriculum specialists who met periodically to provide professional advice on the nature and contents of the FSL pool. The instruments published have been deemed suitable by the SAG for use with FSL Core classes at the end of Grade 6 and Grade 10.

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12. Michael Canale and Merrill Swain, "A Domain Description for Core FSL: Communication Skills". in French as a Second Language: Ontario Assessment Instrument Pool (Toronto: Ministry of Education, Ontario, 1979); Michael Canale and Daina Green, "A Domain Description for Core FSL: Criteria for Evaluation", in French as a Second Language: Ontario Assessment Instrument Pool (Toronto: Ministry of Education, Ontario, 1979).

Contents and Organization of the Pool

The assessment instruments included in the FSL pool are of many different kinds: speaking tasks, writing tasks, tapes to listen to, passages to read, and dialogues to participate in, to mention a few. Since formats for student responses range from multiple-choice to open-ended, a variety of scoring procedures have been incorporated into the pool. Common to all instruments is their focus on communication skills, the main concern of the curriculum guideline French, Core Programs 1980:

> The principal aim of the French program is to develop communication skills in both the receptive and expressive aspects of language. The four language skills of listening, speaking, reading, and writing will be developed gradually and naturally in the program through the interaction of speaker and listener and writer and reader; this is the basis of communication.[14]

Each instrument is referenced to one or more of the objectives listed in the "General Outline of Communication Skills" found on pages xxxiii through xxxix of the introduction to the French as a Second Language: Ontario Assessment Instrument Pool. This outline is based on the curriculum guideline French, Core Programs 1980 and on the theoretical framework for communicative competence prepared by the FSL/OAIP project staff at OISE.

Uses of the Pool

The assessment instruments in the FSL pool are intended to be used as a resource from which teachers of FSL Core programs in Grade 6 and Grade 10 may draw selectively. These instruments are intended to supplement and not to replace FSL teachers' present evaluation strategies, such as observing students on a day-to-day basis, scoring teacher-made tests, checking homework assignments and classroom projects, and conversing with students singly and in groups to note their facility in using new vocabulary and structures. It is not expected that all instruments will necessarily be used in all classrooms, given the variety among

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14. French, Core Programs 1980, p. 4.

Ontario school boards with respect to texts, coverage of material, teaching approaches, student abilities, and locally defined objectives. At the same time teachers will discover that the pool does not contain instruments on every conceivable objective for FSL Core Programs. For example, it is impractical to include in the pool a separate instrument for each vocabulary item that may be relevant, and it is impossible to have a different instrument for each possible combination of vocabulary items and sentence structures. The pool should, none the less, be of value to teachers as a concrete illustration of some of the assessment methods that are best suited to the communicative approach to Core FSL described in the Ministry guideline.

In addition to evaluating student achievement, the pool may serve as a useful tool for evaluating certain aspects of the FSL program. One approach might involve topic-by-topic or skill-by-skill analysis of a class within a program. The results could be recorded and analysed for the class as a whole; for example, the results may take the form of a percentage of students in the class who answer a multiple-choice question correctly, or the average score for the class on an essay-type question. The information collected in this way could assist teachers in assessing the strengths and weaknesses of their programs[15].

The Guideline as a Resource for Evaluation

The Ministry guideline French, Core Programs, 1980 includes a chapter on evaluation which provides substantial background information, definitions, and strategies for FSL teachers to use in their classrooms. Among the topics included are principles of evaluation, types of evaluation, reporting procedures, evaluating attitudes, and program evaluation. In addition, the selected list of references for evaluating language development and attitudes should prove useful to teachers of FSL Core programs.

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15. Ontario Assessment Instrument Pool, A General Introduction. (Toronto: Ministry of Education, Ontario, 1980) p. 20.

Appendix A

Ontario
Ministry of Education
Ministry of Colleges and Universities
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

MEMORANDUM TO: DIRECTORS OF EDUCATION
PRINCIPALS OF SCHOOLS

RE: A NEW GUIDELINE FOR CORE FRENCH PROGRAMS IN THE PRIMARY, JUNIOR, INTERMEDIATE AND SENIOR DIVISIONS

The new guideline, French: Core Programs, was recently sent in bulk shipments to all boards. Arrangements should be made to distribute a copy to superintendents, and to French consultants, coordinators and classroom teachers by September, 1980.

The publication of this document is another initiative taken by the Ministry of Education to act upon the recommendations found in the Report of the Ministerial Committee on the Teaching of French (1974) and to aid school boards in planning Core French programs that meet the needs of their local jurisdictions.

It is the prerogative of a school board to determine the nature and extent of French programs in its schools. Local school boards, therefore, have a large degree of flexibility and responsibility in the development of Core French programs. When boards are making long-range implementation plans for the 1980s they should note the growth of French as a second language in the elementary schools during the 1970s and reflect this growth when planning sequential programs. The following data show the steady percentage increase at all elementary grade levels.

Percentage of English-speaking students enrolled in French classes

Grade	1972-73	1979-80
Junior Kindergarten/ Kindergarten	5.1	3.0 15.9
1	15.6	36.3
2	18.5	36.4
3	25.2	44.6
4	30.0	56.3
5	43.9	65.7
6	66.2	90.2
7	95.2	99.2
8	94.1	98.6
Overall % growth	43.9	58.1

These enrolment statistics show that the percentage of English-speaking students enrolled in French as a second language programs has been steadily increasing to the point where in 1979-80 over 90% of the students are involved by Grade 6. Over 56% of Grade 4 students take French and the Ministry encourages boards to consider working towards making this grade the minimum starting point for French. By so doing, an accumulation of 1200 hours of French can be realized by the end of Grade 13.

The new guideline recognizes that there are many sound programs that begin in the Primary, Junior and Intermediate divisions. It suggests content for four programs beginning in Grade 1, Grade 4, Grade 7, and Grade 9. The Ministry encourages boards to articulate sequential programs regardless of the beginning grade.

Starting in 1979, listings of French textbooks in Circular 14 have included the suggested number of hours of previous study suitable for effective use of each program or text. These numbers are guides, and are there to highlight the level of difficulty of the material for school board personnel involved in planning sequential programs that may have multiple starting points. When coordinating this guideline with Circular 14, teachers should bear in mind that in secondary school programs the accumulated hours refer to advanced level courses, those considered as appropriate preparation for courses offered for the Honour Graduation diploma. When selecting texts for use at the general and basic levels, it is necessary to make appropriate adjustments to meet the specific needs and interests of the students.

To supplement texts listed in Circular 14 the Ministry published the Resource List for French as a second Language, Core Program, 1979, which provides an extensive annotated list of French materials, both print and non-print, for the Core French program in the Primary, Junior, Intermediate and Senior divisions. The number of hours of French study required before an item can be used to advantage is indicated; these figures are intended to be helpful, and are not prescriptive.

Boards are encouraged to study this guideline, to examine existing programs, and to take appropriate steps to begin to implement the guideline not later than September, 1981. Although such implementation is the responsibility of each school board, the Ministry will provide advice and clarification, if necessary, through the services of the Regional Offices. A letter outlining ways in which this can be accomplished will be sent by Regional Directors in the near future.

August 29, 1980

H. K. Fisher

51

H. K. Fisher,
Deputy Minister.

Appendix B

Table 1: Public, Roman Catholic Separate, Total Elementary, and Secondary English-Speaking Students Enrolled in FSL[1], 1970-80

Year	Public			Roman Catholic Separate[2]			Total Elementary[2]			Secondary		
	Total enrolment	FSL enrolment		Total enrolment	FSL enrolment		Total enrolment	FSL enrolment		Total enrolment	FSL enrolment	
		Number	Percent		Number	Percent		Number	Percent	Grades 9-13	Number	Percent
1970	1 044 819	363 573	34.8	330 444	167 182	50.6	1 375 263	530 755	38.6	531 701	-	-
1971	1 032 629	383 484	37.1	336 715	186 272	55.3	1 369 344	569 756	41.6	546 502	243 135	44.5
1972	1 020 974	394 435	38.6	338 888	202 391	59.7	1 359 862	596 826	43.9	553 130	218 187	39.4
1973	996 565	393 230	39.5	343 715	208 880	60.8	1 340 280	602 118	44.9	555 482	202 729	36.5
1974	975 127	399 668	41.0	349 530	213 474	61.1	1 324 657	613 142	46.3	558 744	192 440	34.4
1975	959 326	428 125	44.6	352 728	223 484	63.4	1 312 054	651 609	49.7	573 768	195 234	34.0
1976	935 003	425 214	45.5	350 493	227 560	64.9	1 285 496	652 774	50.8	581 545	199 410	34.3
1977	905 342	443 630	49.0	351 601	238 675	67.9	1 256 943	682 305	54.3	583 194	200 964	34.5
1978	867 394	441 556	50.9	352 571	249 556	70.8	1 219 965	691 112	56.7	581 152	205 723	35.4
1979	835 017	441 153	52.8	355 108	250 778	70.6	1 190 215	691 931	58.1	570 529	194 940	34.2
1980	813 820	439 311	54.0	358 575	254 064	70.8	1 172 415	673 455	59.1	551 207	180 875	32.8

1. Includes students taking sixty or more hours of French per year

2. Includes students enrolled in Grades 9 and 10 of Roman Catholic Separate Schools.

Source: Ministry of Education, Management Information Systems Branch, April 1981.

Table 2: Elementary and Secondary English-Speaking Students[1] Enrolled in FSL[2] by Grade 1977 - 80

Grade	1977 Total enrolment	1977 Enrolment in FSL classes Number	1977 Percent	1978 Total enrolment	1978 Enrolment in FSL classes Number	1978 Percent	1979 Total enrolment	1979 Enrolment in FSL classes Number	1979 Percent	1980 Total enrolment	1980 Enrolment in FSL classes Number	1980 Percent
Junior Kindergarten	38 432	601	1.6	39 376	1 004	2.5	40 891	1 226	3.0	42 754	2 624	6.1
Kindergarten	116 625	16 453	14.1	113 855	17 446	15.3	112 632	17 962	15.9	111 771	17 854	16.0
Grade 1	130 124	36 576	28.1	124 026	43 204	34.8	120 752	43 866	36.3	119 102	43 907	36.8
Grade 2	128 512	37 231	29.0	123 879	39 793	32.1	117 399	42 722	36.4	114 870	42 923	37.4
Grade 3	123 172	48 201	39.1	125 062	52 271	41.8	121 018	53 983	44.6	114 791	55 001	47.9
Grade 4	120 057	55 933	46.6	121 291	63 810	52.6	123 532	69 608	56.3	119 967	69 424	57.9
Grade 5	122 696	73 523	59.9	119 170	76 120	63.9	120 188	78 914	65.7	122 136	80 958	66.3
Grade 6	128 828	108 307	84.1	122 067	106 258	87.0	118 699	107 088	90.2	119 624	113 231	94.7
Grade 7	141 042	137 106	97.2	130 333	127 628	97.9	123 192	122 238	99.2	119 708	118 632	99.1
Grade 8	144 477	140 529	97.3	135 592	133 173	98.2	124 926	123 120	98.6	118 509	116 976	98.7
Total Grades 1-8	1 038 908	637 406	61.4	1 001 420	642 257	64.1	969 706	641 539	66.2	948 707	641 052	67.6
Special education	33 596	8 440	25.1	34 303	9 525	27.8	34 605	10 373	30.0	35 806	11 205	31.3
Total JK - Grade 8, including special education)	1 227 561	662 900	54.0	1 188 954	670 232	56.4	1 157 834	671 100	58.0	1 139 038	672 735	59.1
Grade 9[3]	166 570	82 420	49.5	164 230	84 333	51.4	157 437	77 378	49.1	147 116	70 140	47.7
Grade 10[3]	153 885	61 673	40.1	154 179	61 975	40.2	154 014	60 842	39.5	147 104	55 248	37.6
Grade 11	127 607	38 990	30.6	127 993	40 632	31.7	128 028	39 177	30.6	129 130	38 328	29.7
Grade 12	107 850	25 419	23.6	110 153	27 009	24.5	109 823	26 148	23.8	113 627	25 851	22.8
Grade 13	52 306	11 855	22.7	51 355	12 646	24.6	50 546	12 226	24.2	51 798	12 011	23.2
Total (Grades 9 - 13)	608 218	220 357	36.2	607 910	226 595	37.3	599 848	215 771	36.0	588 775	201 578	34.2
Total (JK - Grade 13)	1 835 779	883 257	48.1	1 796 864	896 827	49.9	1 757 682	886 871	50.5	1 727 813	874 313	50.6

1. Pre-Grade 9 students are excluded.

2. Includes students taking sixty or more hours of French per year.

3. Includes students enrolled in Grades 9 and 10 of Roman Catholic separate schools.

Source: Ministry of Education, Management Information Systems Branch, April 1981.

Table 3.1: Elementary English-Speaking Students Enrolled in French as a Second Language by Division and Type of Program, September 1980

Program	Kindergarten (JK and K)	Primary (Grades 1,2,3)	Junior (Grades 4,5,6)	Intermediate (Grades 7, and 8)	Total (JK-Grade 8)	Percent (JK-Grade 8)	Special Education
Core (60-119 hours)	12 637	102 894	208 707	155 107	479 345	43.4	8 003
Extended (120 -404 hours)	2 163	25 926	47 778	76 555	152 422	13.8	3 201
Partial Immersion[1] (405-689 hours)	-	7 087	5 793	3 303	16 183	1.5	1
Full Immersion[1] (690 hours or more)	5 678	5 924	1 335	643	13 580	1.2	-
Total[2] (Core to Full Immersion)	20 478	141 831	263 613	235 608	661 530	60.0	11 205
Total (English -speaking students)	154 525	348 763	361 727	238 217	1 103 232		35 806
Per cent Enrolled in French classes	13.3	40.7	72.9	98.9	60.0		31.3

1. Junior Kindergarten and Kindergarten with 405 hours or more of French are included in Full Immersion.

2. Total does not include those students with less than sixty hours of French.

Source: Ministry of Education, Management Information Systems Branch, April 1981.

Table 3.2: Elementary English-Speaking Students Enrolled in French as a Second Language by Division and Type of Program, September 1979

Program	Kindergarten (JK and K)	Primary (Grades 1,2,3)	Junior (Grades 4,5,6)	Intermediate (Grades 7, and 8)	Total (JK-Grade 8)	Percent (JK-Grade 8)	Special Education
Core (60-119 hours)	12 103	104 913	211 088	173 123	501 227	44.6	8 069
Extended (120-404 hours)	479	23 874	37 734	69 311	131 398	11.7	2 301
Partial Immersion[1] (405-689 hours)	-	6 923	5 894	2 332	15 149	1.3	3
Full Immersion[1] (690 hours or more)	6 606	4 861	894	592	12 953	1.2	-
Total[2] (Core to Full Immersion)	19 188	140 571	255 610	245 358	660 727	58.8	10 373
Total (English -speaking students)	153 523	359 169	362 419	248 118	1 123 229		34 605
Per cent Enrolled in French classes	12.5	39.1	70.5	98.9	58.8		30.0

1. Junior Kindergarten and Kindergarten with 405 hours or more of French are included in Full Immersion.

2. Total does not include those students with less than sixty hours of French.

Source: Ministry of Education, Management Information Systems Branch, June 1980.

Table 3.3: Elementary English-Speaking Students Enrolled in French as a Second Language by Division and Type of Program, September 1978

Program	Kindergarten (JK and K)	Primary (Grades 1,2,3)	Junior (Grades 4,5,6)	Intermediate (Grades 7, and 8)	Total (JK-Grade 8)	Percent (JK-Grade 8)	Special Education
Core (60-119 hours)	11 540	108 003	213 769	199 917	533 229	46.2	8 405
Extended (120-404 hours)	469	17 008	27 385	58 587	103 449	9.0	1 120
Partial Immersion[1] (405-689 hours)	-	6 467	4 462	1 767	12 696	1.1	-
Full Immersion[1] (690 hours or more)	6 441	3 790	572	530	11 333	1.1	-
Total[2] (Core to Full Immersion)	18 450	135 268	246 188	260 801	660 707	57.2	9 525
Total (English -speaking students)	153 231	372 967	362 528	265 925	1 154 651		34 303
Per cent Enrolled in French classes	12.0	36.3	67.9	98.1	57.2		27.8

1. Junior Kindergarten and Kindergarten with 405 hours or more of French are included in Full Immersion.

2. Total does not include those students with less than sixty hours of French.

Source: Ministry of Education, Management Information Systems Branch, March 1979.

Table 3.4: Elementary English-Speaking Students Enrolled in French as a Second Language by Division and Type of Program, September 1977

Program	Kindergarten (JK and K)	Primary (Grades 1,2,3)	Junior (Grades 4,5,6)	Intermediate (Grades 7, and 8)	Total (JK-Grade 8)	Percent (JK-Grade 8)	Special Education
Core (60-119 hours)	11 232	101 801	216 073	244 914	574 020	48.1	7 931
Extended (120-404 hours)	215	11 413	18 709	30 939	61 276	5.1	509
Partial Immersion[1] (405-689 hours)	-	5 492	2 432	1 510	9 434	0.8	-
Full Immersion[1] (690 hours or more)	5 607	3 297	554	272	9 730	0.8	-
Total[2] (Core to Full Immersion)	17 054	122 003	237 768	277 635	654 460	54.8	8 440
Total (English-speaking students)	155 057	381 808	371 581	285 519	1 193 965		33 596
Per cent Enrolled in French classes	11.0	32.0	64.0	97.2	54.8		25.1

1. Junior Kindergarten and Kindergarten with 405 hours or more of French are included in Full Immersion.

2. Total does not include those students with less than sixty hours of French.

Source: Ministry of Education, Management Information Systems Branch, December 1980.

Table 4.1: Distribution of School Boards, by Starting Grade of, French as a Second Language - September 1980

Grade	Public school boards	Roman Catholic separate school boards	Total elementary
Junior Kindergarten	13	15	28
Kindergarten	38	14	52
Grade 1	13	9	22
Grade 2	8	1	9
Grade 3	5	2	7
Grade 4	3	3	6
Grade 5	6	2	8
Grade 6	4	2	6
Grade 7	2	3	5
Grade 8	-	-	-
No French as a second language offered	20	7[1]	27
Total number of boards in the province	112	58	170

1. Six of these boards have French-speaking students only.

Source: Ministry of Education, Management Information Systems Branch, April 1981.

Table 4.2: Distribution of School Boards, by Starting Grade of French as a Second Language - September 1979

Grade	Public school boards	Roman Catholic separate school boards	Total elementary
Junior Kindergarten	9	8	17
Kindergarten	37	18	55
Grade 1	20	12	32
Grade 2	3	-	3
Grade 3	3	3	6
Grade 4	7[1]	3	10
Grade 5	6[1]	3	9
Grade 6	4	2	6
Grade 7	2	2	4
Grade 8	-	-	-
No French as a second language offered	25	7[2]	32
Total number of boards in the province	116	58	174

1. One board offers less than sixty hours of French.

2. Six of these boards have French-speaking students only.

Source: Management Information Systems Branch, Ministry of Education, February 1980.

Table 4.3: Distribution of School Boards, by Starting Grade of French as a Second Language - September 1978

Grade	Public school boards	Roman Catholic separate school boards	Total elementary
Junior Kindergarten	9	12	21
Kindergarten	38	17	55
Grade 1	18	9	27
Grade 2	3	-	3
Grade 3	3	2	5
Grade 4	7	3	10
Grade 5	4	3	7
Grade 6	3	3	6
Grade 7	3	2	5
Grade 8	-	1	1
No French as a second language offered	28	6[1]	34
Total number of boards in the province	116	58	174

1. These boards have French-speaking students only.

Source: Management Information Systems Branch, Ministry of Education, November 1980.

Table 4.4: Distribution of School Boards, by Starting Grade of French as a Second Language - September 1977

Grade	Public school boards	Roman Catholic separate school boards	Total elementary
Junior Kindergarten	10	8	18
Kindergarten	31	14	45
Grade 1	19	15	34
Grade 2	2	-	2
Grade 3	4	3	7
Grade 4	6	2	8
Grade 5	8	3	11
Grade 6	4	3	7
Grade 7	3	4	7
Grade 8	-	-	-
No French as a second language offered	30	5[1]	35
Total number of boards in the province	117	57	174

1. These boards have French-speaking students only.

Source: Ministry of Education, Management Information Systems Branch, November 1980.

Appendix C

Ministry Funded Research in

French as a Second Language Programs

1971 - 1982

Researcher/Institution	Title of Report
CUMMINS, A. O.I.S.E.	Effects of Kindergarten Experience on Academic Progress in French Immersion Programs. (Review and Evaluation Bulletin, Vol.2, No. 6, 1981) ON02007
EDWARDS, Dr. H.P. University of Ottawa	Research and Evaluation of Second Language (French) Programs in the Schools of the Ottawa RCSS Board (Annual Reports 1971-72 and 1972-73) ON00026 and ON00046
	Evaluation of Second Language Programs: Evaulation of Federally-Funded Extenions of Second Language Learning (French) Programs for the Ottawa RCSS Board (Annual Reports 1973-74, 1974-1975) ON00561 and ON00562
	Some Alternatives for Teaching French as a Second Language in Grades Five to Eight (1973-74) ON00563
	Evaluation of Second Language Programs (Annual Report - 1975-76) ON00584
	Evaluation of the Federally and Provincially Funded Extensions of the Second Language Programs in the Schools of the Ottawa Roman Catholic Separate School Board (1976) ON01047

Researcher/Institution	Title of Report
HALPHERN, Dr. G. Ottawa Bd. Of Education	Alternative School Programs for French Language Learning. Evaluation of the Federally-Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Carleton and the Ottawa Boards of Education (1976) ON00564
HARLEY, Ms. Birgit Guest Editor	"Theme: Alternative Programs for Teaching French as a Second Language in the Schools of the Carleton and Ottawa School Board." In The Canadian Modern Language Review. Vol. 33, No. 2. (November 1976) (Published by the Ontario Modern Language Teacher's Association) ON00664
MacNAB, Mrs. G. L. Ottawa Bd. of Education	A Costing Model for Programs in French as a Second Language (1976-77) ON01115
McINNIS, Dr. C. E. Carleton R.C.S.S. Bd.	Research and Evaluation of Second Language Programs: Evaluation of Four Experimental French Programs in Schools of the Carleton RCSS Board (1973-75) ON00168 and ON00147
	Research and Evaluation of Second Language Programs: Final Report (1975-76) ON00683
MORRISON, Dr. F. Ottawa Bd. of Education	Longitudinal Evaluation of Alternative Programs for Teaching French as a Second Language. Evaluation of the Federally and Provincially Funded Extensions of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education (1976-79) ON00648, ON01061, ON01072
	French Proficiency and General Progress: Students in Elementary Core French Programs, 1973-1980, and in Immersion and Bilingual Programs, Grade 8, 10, 12 (1980) ON01657

Researcher/Institution	Title of Report
PARTLOW, Dr. H. R. Educational Consultants	The Costs of Providing Instruction in French to Students Studying French as a Second Language: In-Depth Study of Seven Ontario School Boards (1976-77) ON00669
STERN, Dr. H. H. O.I.S.E.	French from Age Eight, or Eleven? A Study of the Effectiveness of the Teaching of French at the Primary Level in the Schools of England and Wales (1974-75) ON00192
	French Programs---Some Major Issues: Evaluation and Synthesis of Studies Related to the Experimental Programs for the Teaching of French as a Second Language in the Carleton-Ottawa School Boards (1973-74) ON00569
	Module Making: A Study in the Development and Evaluation of Learning Materials for French as a Second Language (1979) ON01068
	Three Approaches to Teaching French. Evaluation and Overview of Studies Related to the Federally-Funded Extensions of the Second Language Learning (French) Programs in the Carleton and Ottawa School Boards (1974-75) ON00059
SWAIN, Dr. M. McLEAN, Dr. L. TRAUB, Dr. R. O.I.S.E.	French as a Second Language: Ontario Assessment Instrument Pool Grades 6 and 10. (1980) ON01484

Researcher/Institution	Title of Report
SWAIN, Dr. M. LAPKIN, Dr. S. O.I.S.E.	Bilingual Education in Ontario: A Decade of Research (1981) ON01880
TRITES, Dr. R. L. University of Ottawa	Learning Disabilities Found in Association with French Immersion Programming (1974-75) ON00101
	Learning Disabilities Found in Association with French Immersion Programming: a Cross Validation (1975-76) ON00647
	Assessment of Readiness for Primary French Immersion (1978) ON01125
	Assessment of Readiness for Primary French Immersion: Kindergarten Follow-up Assessment ON01565
	Assessment of Readiness for Primary French Immersion Grade One Follow-up Assessment (1980) ON01651
	Primary French Immersion: Disabilities and Prediction of Success. (Review and Evaluation Bulletins, Volume 2, Number 5, 1981) ON02053